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mulated during his official career. The confiscation of Sir Francis Bernard's American property during the governor's life dissipated the prospective patrimony of the young man and left him without means. He inherited nothing but the empty title attaching to the baronetcy, which after the brief and apparently unsuccessful career of its bearer devolved upon Thomas, the next brother in succession. On the death of Sir Thomas the baronetcy passed to Scrope; to-day the title is extinct. Sabine gives brief sketches of the lives of Sir John and Sir Thomas.

Bearing in mind that this is a "family history", it may be said that the author has justified its publication. The typography of the volumes is excellent, the proof-reading unexceptionable. Admirable tables of contents preface each volume and head each chapter. A well-prepared index for the two volumes under consideration is to be found at the end of volume IV.

ANDREW MCFARLAND DAVIS.

A History of Education in the United States. By EDWIN GRANT DEXTER, Ph.D., Professor of Education in the University of Illinois. (New York: The Macmillan Company; London: Macmillan and Company. 1904. Pp. xxi, 656.)

THIS book is very attractive in its make-up, but it will prove disappointing to those who hold that the history of education should be history. It is split up into monographs, giving separate accounts of the development of education in its different aspects. Ten times the reader is taken back to colonial beginnings to trace the isolated chronology of some part of our educational system. This is in keeping with the declared purpose of the author to present a mass of fact rather than discussions of historical trend. But instances are far too numerous in which the fact is not even fact. A few representative examples of such inaccuracy may be cited. The story of the founding of the College of William and Mary is thrice told (pages 10, 73, and 234), with each time a different date. Neshaminy, the seat of William Tennent's famous "Log College", is located in New Jersey (p. 64). Jonathan Boucher, the tutor of Washington's stepson, makes a statement which is quoted and assigned to the year 1678 (p. 65), and the context shows that the date is not merely a misprint. The account of the early course of study in public high-schools (p. 174) is misleading. Equally misleading are statements made on pages 78, 199, and 257 concerning Columbia College and the University of the State of New York. For instance, the Board of Regents, as constituted by the act of 1784, was legally much more than "an advisory board for Columbia College" (p. 199). Against the statement (p. 200) that the duties of the State Board of Education in California "are almost entirely confined to the examination and certification of teachers", should be set the fact that this board has nothing to do with the examination of teachers, and that an important part of its duties are those relating to the text-book system of the state.

To say (p. 218) that Lilly's *Latin Grammar* was first printed in London in 1755 is to overlook almost a quarter-millennium of Latin in the schools of old England. It is doubtless Ward's edition of that famous book that is referred to.

Inaccuracies abound in the accounts of the several colleges and universities, as when the General Court of Massachusetts is made to vote money for a college in 1630, Cotton Mather is made president of Harvard College, and that institution is declared to have been "nominally under state control" until 1865. Unwarranted liberties are taken with the text of historic documents, as in the surprising version (p. 25) of a vote of the town-meeting of Boston. There are numerous slips and incongruities in some of the lists of references, as, notably, in those following chapters iv and xv. The list of particular instances might be greatly extended.

One would gladly find something more favorable to say of a work on which so much of serious labor has been expended. Probably the best portions of the book are those, mainly in the latter half, in which the author sets forth and analyzes the information available with reference to the recent history and present state of our educational system in some of its special aspects—commercial education, learned societies, the education of the Indian, etc. But even in such portions we could sometimes wish for more convincing evidence that the items presented have been adequately sifted or that they have been interpreted with genuine insight.

ELMER ELLSWORTH BROWN.

Napoleonic Studies. By J. HOLLAND ROSE, Litt.D. (London: George Bell and Sons. 1904. Pp. xii, 398.)

THIS volume is a most important supplement to the author's *Life of Napoleon*. The twelve papers and ten appendixes which it contains have all or nearly all been published from time to time in one or another review. It was worth while to collect them. While they vary in their temper and treatment as widely as the subjects, yet the author's personality gives them quite sufficient unity to secure the interest of the reader and the continuity of the subject. In our opinion those on "The Idealist Revolt against Napoleon", on "Napoleon's Religious Belief", and on "The Whigs and the French War" are of literary interest but not in the author's best vein, which is rather the reasoned treatment of the state papers he has so industriously collected. Each of the three essays entitled respectively "Pitt's Plans for the Settlement of Europe", "Napoleon and British Commerce", and "Austria and the Downfall of Napoleon" is admirable in its way, the last being the most novel and interesting of the three. Numbers iv, "Egypt during the First British Occupation", v, "Canning and Denmark in 1807", vi, "A British Agent at Tilsit", viii, "Britain's Food Supply in the Napoleonic War", xi, "The Prussian Co-operation at Waterloo", and xii, "The